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ABSTRACT

Fifty modules are presented for increasing the cultural and linguistic fluency of English-as-a-Second-Language (ESL) students by integrating cultural awareness activities with language practice. The modules are intended for international students at an intermediate language level; they can, however, be used or adapted for beginning or advanced international students. The modules are based on two assumptions: (1) ESL students need to learn about the culture in which they are living; (2) language learning best occurs in meaningful contexts. Because cultural knowledge is needed information for ESL students as well as the context for establishing meaning in language usage, it is the primary focus of the language lesson. The lessons are divided into two broad categories: educational (Douglas College, educational preparation) and social (host family, social adaptation). The individual modules are one-page interactive lessons that combine cultural awareness activities with predominantly oral language practice. The format is standardized, usually consisting of opening questions to introduce students to the topic; directions for completing the main activity; the main activity, which is intended to develop students' cultural awareness; and follow-up activities for students to apply the new knowledge. (VWL)

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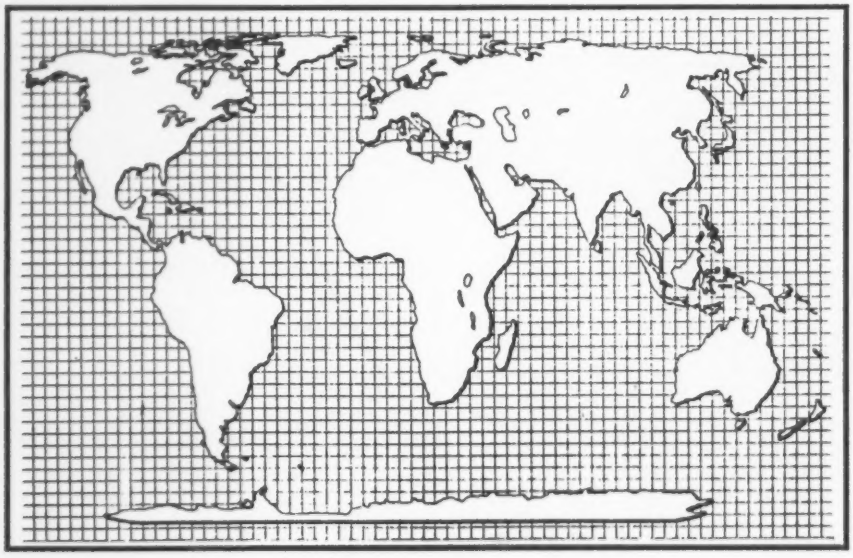

douglas college

ESL DISCIPLINE AND

CENTRE FOR INTERNATIONAL EDUCATION

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Intercultural Orientation Activities

for

International ESL Students:

50 Module Lessons

ESL DISCIPLINE AND CENTRE FOR INTERNATIONAL EDUCATION

By: Linda Villarreal
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***** Answers to these modules are appended to the text.**

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INTRODUCTION

The goal of these modules is to concurrently increase the cultural and linguistic fluency of ESL students by integrating cultural awareness activities with language practice. The modules are intended for international students at an intermediate language level; they can, however, be used or adapted for beginning or advanced international/community students. They are based on two assumptions: 1) ESL students need to learn about the culture in which they are living; 2) language learning best occurs in meaningful contexts. Because cultural knowledge is needed information for ESL students as well as the context for establishing meaning in language usage; it is the primary focus of the module lessons. The language practice is secondary.

In developing a framework for the cultural content of the lessons, the guiding principle was to assist students in becoming educationally successful and socially adjusted, as well as in learning English as a second language. Two broad categories emerged, namely, **SOCIAL** and **EDUCATIONAL**. Each of these was divided into a general and specific content area: **EDUCATIONAL** consisting of **"Educational Preparation"** and **"Douglas College"**; **SOCIAL** consisting of **"Social Adaptation"** and **"Host Family"**. Within these areas, fifty topics (25 Social and 25 Educational) were developed based on students' specific needs. These needs were determined from a variety of sources including: ESL teaching materials and readings on teaching culture and intercultural communication; Linda Ironside's experience teaching EFL in China; my own experience living and adapting to different cultures; interviews with Douglas College counsellors; host families' written evaluations of their resident students; and suggestions from colleagues at Douglas College and the University of British Columbia.

The individual modules are one-page interactive lessons that combine cultural awareness activities with predominantly oral language practice. The format is standardized, usually consisting of **OPENING QUESTIONS** to introduce students to the topic; **DIRECTIONS** for completing the main activity; the **MAIN ACTIVITY** which is intended to develop students' cultural awareness; and **FOLLOW-UP** activities for students to apply the new knowledge. Because the lessons are designed to heighten students' cultural awareness, the activities generally are exploratory and open-ended, requiring the teacher to respond to varying levels of students' cultural fluency. An **Answer Key** is included in the text for lessons with close-ended activities.

Though intended primarily for use as self-contained intercultural orientation lessons, the modules are also designed to be readily used for other ESL pedagogical purposes. For example, they may be assigned as **PREPARATORY HOMEWORK** - e.g. prior to a library tour or library lab assignment students could complete the **"Library Skills and the Douglas College Library Handout" (8)** module. Or, they may be used as **TRANSITIONAL DEVICES** - e.g. in order to prepare students for an in-class written assignment students could complete the **"Feelings About Speaking English in the New Culture" (41)** module. They can also be used as **FOLLOW-UP** activities - e.g. if students were to unsatisfactorily complete a contact assignment **"Making Contact With Native Speakers (45)** could serve as a "repair" lesson or be assigned for homework. In short, because the modules are flexibly designed, they can be used in most ESL programs in a variety of ways.

DOUGLAS COLLEGE: Admission and Registration (1) ***

A. Sequencing: Admission and Registration Procedures

The following are some of the steps which must be followed in order to officially register in courses at Douglas College. They are not listed in the correct order. Put them in the right order by numbering which you would have to do first, second, third, and so forth. **There are six steps in total.**

__ Complete the transcript request form

__ Complete the admission application form

__ Fill out the course registration form

__ Bring in the permit to register/letter of admission form

__ Pay tuition and student society fees

__ Fill out a change form to add/drop courses

B. True/False Questions: Admission and Registration Information

In order to obtain more detailed information on registering at Douglas College, you will need a copy of the **Douglas College Calendar.** Read over the section on **Registration Information** carefully in order to answer the following true or false questions.

1. You can apply for admission and register for courses at the same time. T F
2. You can register for courses two weeks after classes have started. T F
3. You can add/drop courses during the first two weeks of the term. T F
4. You can register a maximum of three times for the same course. T F
5. You need an instructor's signature to add/drop a course. T F
6. If you do not attend classes your registration will automatically be cancelled. T F
7. A normal course load is 12 semester credits. T F
8. It is possible to audit courses instead of taking them for credit. T F
9. Student I.D. cards are available after the first week of class. T F
10. If you decide to withdraw from your courses you have to fill out a Change Form. T F

DOUGLAS COLLEGE: **Campus Orientation (2)** ***

Do you know your way around Douglas College?

Directions: See how familiar you are with the campus by answering the following questions. You may work with a classmate. Write your answers in the space provided.

Questions: Campus Orientation

1. Where is the bookstore? Between what hours is it open?

_____

2. Where is the main cafeteria? Between what hours is it open?

_____

3. Where is the Gym? What facilities does it have?

_____

4. Where are the change rooms and lockers?

_____

5. Where is the Library? What hours is it open?

_____

6. Where is the Security Office?

_____

7. Where is the Student Society Office?

_____

8. Where is the Language Lab?

_____

9. Where is the Registrar's Office?

_____

10. Where is the main ESL Office?

_____

Contact Assignment: You may not have been able to answer all of the above questions. For those you could not answer, find out by asking someone at the college.

DOUGLAS COLLEGE: Career Plans and Douglas College Programs (3)

What are your career plans for the future? What sort of job do you hope to work at? How does being a student at Douglas College fit in with these plans?

Directions: Interview your classmate and have your classmate interview you to complete the following ideas.

Incomplete Sentences: Career Plans and Douglas College Programs

1. I want to be a _____

_____

2. I want to improve my English because _____

_____

3. I am going to Douglas College because _____

_____

4. I need to make grades which _____

_____

5. I can take other non-ESL courses after _____

_____

6. After I am finished with my ESL courses, I want to take _____

_____

7. After I finish my courses at Douglas, I will _____

_____

8. I will feel pleased when I _____

_____

Task: After you have completed the above activity, share with your classmate(s) why you have chosen or are considering a particular career.

DOUGLAS COLLEGE: ESL Discipline Information (4) ***

How familiar are you with the ESL Discipline?

DIRECTIONS: Working together with your classmate(s), try to answer the following questions.

A. Information Questions: ESL Discipline

1. What is the telephone number of the ESL Discipline?

2. What are the office hours?

3. What is the name of the receptionist?

4. What is the name of the language and cultural assistant?

5. What is the room number of the ESL Discipline?

6. Where can you obtain information about ESL courses?

7. Who are the instructors in the ESL Discipline?

8. What should you do when you need to contact an instructor?

B. Information Questions: ESL Reading and Writing Lab

1. Where is the Reading and Writing Lab located?

2. Who can use the lab?

3. What hours is the lab open?

4. What language skills can you work on in the lab?

5. When are instructors present in the lab to assist students?

Contact Assignment: You may not have been able to answer all of the above questions. For those you could not answer, find out by asking someone who works in the ESL Discipline.

DOUGLAS COLLEGE: Grading Systems (5) ***

Are you familiar with the grading systems used at Douglas College?

Directions: Obtain a copy of the Douglas College Calendar and find the section on grades. Then, with your classmate(s), try to find the answers to the questions below.

Information Questions: Douglas College Grading System

1. The ESL Discipline gives out the following grades to students: UN, W, I, MAS, NCG, EXP, and AUD. What do these grades mean?

   _____

2. See if you can match the above grades with a situation below:

   a) A student stops coming to class, doesn't tell anyone why, and doesn't complete the course requirements. ____

   b) A student has been registered only to attend classes and has done so. ____

   c) A student drops a course before the official deadline. ____

   d) A student does not complete the assignments for a course. ____

   e) A student works hard, but does not master the level of skills required to pass the course. ____

   f) A student completes all of the work and does well on all the assignments. ____

   g) A student does not complete all the coursework and has not mastered the level of skills required to pass the course. ____

3. What is a GPA? What is a cumulative GPA? How are they calculated?

   _____

4. Which grades are calculated in a GPA? Which are not?

   _____

5. What is your GPA?

   _____

Task: Now, look again at the section on grades in the Douglas College Calendar to find out what other types of grades are given to students.

Questions: Does the Douglas College grading system differ from the system(s) used in your own country? If so, how?

DOUGLAS COLLEGE: Information in the Douglas College Calendar (6) ***

Most colleges and universities issue a book called a 'calendar' containing information about all aspects of the college, including programs, courses, requirements, services, tuition fees, etc.

Directions: After obtaining a copy of the current **Douglas College Calendar**, look through it to find the answers to the following questions. You may work with a classmate.

Information Questions: Douglas College Calendar

1. How many semesters are there each year? How long is each? When does each begin and end?

_____

2. How much do courses cost for international students?

_____

3. What information does the registration orientation offer new students?

_____

4. What are some of the resources available to help students choose a career or occupation?

_____

5. What kinds of counselling does Douglas College provide? When are the counsellors available to talk to students?

_____

6. What kinds of programs are offered at Douglas College?

_____

7. Are all courses offered every semester? Where can you find out which courses are being offered? How soon before each term can you find out this information?

_____

8. What kinds of programs does the ESL Discipline offer?

_____

9. Who would you go to see to help you with course and program planning?

_____

Task: Share whatever other useful information you found out in the calendar with your classmate(s).

DOUGLAS COLLEGE: Information in the Student Handbook (7) ***

As a student at Douglas College, you will need to know about the kinds of services available to students at the college.

Directions: Obtain a recent copy of the **Student Handbook** from the Student Society Office. Look through the handbook. Then, with your classmate(s), see if you can find the following information.

Information Questions: Student Handbook

1. Where can you get a student identification card? What does it allow you to do?

   _____

2. Where is the New Westminster Canada Games Pool located?

   _____

3. Does the Student Society Office have public transit schedules? Does it sell Farecards and Faresavers?

   _____

4. What is the smoking policy at Douglas?

   _____

5. Where are the two toll-free telephones for students located?

   _____

6. Which office should you go to in an emergency situation or if you have lost something? Where is it located?

   _____

7. What kinds of athletic facilities are available at Douglas?

   _____

8. What kinds of services does the Counselling Office provide?

   _____

Question: Do you think that Douglas College offers enough services for students? If not, what do you think is missing?

In order to study effectively at a college, it is necessary that you know how to use the library. The following exercise will help familiarize you with the Douglas College Library.

Directions: Obtain a free copy of the **Douglas College Library Handout.** Then try to answer the questions below. You may work together with a classmate.

Information Questions: Douglas College Library Handout

1. What is the microcatalogue a list of?

   _____

2. What are the three main microcatalogues used for listing library materials?

   _____

3. For how long can you take out circulating materials?

   _____

4. If an item you want is not immediately available, what can you do to obtain it? How long will it take to get the material?

   _____

5. What are reserve materials?

   _____

6. Why are the librarians present in the library?

   _____

7. What is a periodical?

   _____

8. What is an interlibrary loan? How long does it take to obtain materials this way?

   _____

9. What kinds of audio-visual materials does the Douglas College Library have? How long can these materials be borrowed for?

   _____

10. What three other services does the library offer to students?

    _____

Questions: Where would you find books on the **history of Canada?** If you were standing near the bookshelves marked **PR 8900-9349,** you would find books on what subject?

EDUCATIONAL PREPARATION: Class and Seminar Participation (9)

What kind of a student are you in class? Do you talk a lot? Do you let the teacher know when you know the answer to a question? Are you a shy student? Find out what your level of class or seminar participation is by completing the activity below.

Directions: Interview your classmate and have your classmate interview you to determine whether you are more of an active or passive participant in class or seminars. After each question, circle the answer **YES** or **NO**.

Yes/No Interview Questions: Class and Seminar Participation

1. Are you a shy student? Yes No
2. Do you ask questions? Yes No
3. Are you a leader in class discussions or activities? Yes No
4. Do you speak only when someone speaks to you? Yes No
5. Do you take class discussions and activities seriously? Yes No
6. Do you let your teacher or classmates know when you disagree with them? Yes No
7. Do you wait for other students to express their opinions before expressing yours? Yes No
8. Do you always agree with the views of the student majority or with those of the teacher? Yes No
9. Do you come to classes prepared so that you can participate more fully in the class activities? Yes No
10. Do you avoid eye contact with your classmates or the teacher? Yes No

***Interpretation of Answers: (P = Passive Participant and A = Active Participant)**

1) Yes = P, No = A **2)** Yes = A, No = P **3)** Yes = A, No = P **4)** Yes = P, No = A **5)** Yes = A, No = P **6)** Yes = A, No = P

7) Yes = P, No = A **8)** Yes = P, No = A **9)** Yes = A, No = P **10)** Yes = P, No = A

Task: Now, using your partner's responses, rate his or her level of class/seminar participation on a scale of 1-10. (10 is the highest and 1 is the lowest score.)

Question: Are you an active or passive participant in classes or seminars? EXPLAIN.

Discuss: Being an active participant is necessary for learning.

EDUCATIONAL PREPARATION: **Individual Goals and Evaluations for Learning English (11)**

What are you doing on your own to help yourself learn English? Do you have specific goals that you are trying to attain in learning English? What are they? How are you trying to attain them? Are you having success?

Directions: List five specific goals you have for improving your English. Then, list an activity which you will do to accomplish each of these goals. Next, write down the amount of time you will spend doing each activity. Finally, rate your performance for each goal every week on a scale of 1-10. (10 is the highest score and 1 is the lowest.) See the example below.

GOALS	ACTIVITY	FREQUENCY	NUMBER OF WEEKS											
			1	2	3	4	5	6	7	8	9	10	11	12
e.g. to improve my speaking	**by talking to native speakers**	**for one hour every day**												
1)														
2)														
3)														
4)														
5)														

Questions: Are you having success in achieving your language goals? Do you think your goals are realistic or unrealistic? Why? Why not?

Task: If you have not been very successful in achieving your goals, have your classmate(s) help you to decide upon some other realistic goals for yourself.

*Adapted from a U.B.C. Language Institute workshop given by Tracy Defoe, 1983.

EDUCATIONAL PREPARATION: Learning English as a Foreign and as a Second Language (12)

As an English-as-a-Second Language student, you may find that studying English in an English-speaking country is quite different from studying it at home. How is it different? You can answer this question by completing the activity below.

Directions: Working together in pairs, ask one another the following questions. Write your partner's answers in the space provided.

Interview Questions: Learning English as a Foreign and as a Second Language

1. For how long did you study English in your own country or elsewhere?

   _____

2. How did you learn English in your own country? What kinds of exercises did you do? What kinds of activities?

   _____

3. What helped you most to learn English in your own country?

   _____

4. How are you being taught English in an English-speaking country? What kinds of activities are you doing? What kinds of exercises?

   _____

5. How is learning English here different from learning it at home?

   _____

6. How is your English improving here?

   _____

7. What helps you most to learn English here? Why do you think so?

   _____

8. What do you think are your strong areas in English? Why?

   _____

9. What do you think are your weak areas in English? Why?

   _____

10. What would you suggest your friends at home do in order to improve their English?

    _____

Task: Now, together with your classmate(s), write down a list of activities you can do while you are here which can improve your fluency in English. Write this list down on the back of this page. Be prepared to share it with the rest of the class.

EDUCATIONAL PREPARATION: Listening Skills and Strategies (13)

How often do you listen to English outside of the classroom? What kinds of listening activities do you do? How do you go about understanding what you have heard? How do you remember what you have heard? What do good listeners do? See if you can answer these questions by completing the following activity.

Directions: Working together with a classmate, interview one another to find out your answers to the questions below. Write your classmate's answers in the space provided.

Interview Questions: Listening Skills and Strategies

1. What is listening? _____
2. What do you mostly listen to? _____
   _____
3. What do you do when you listen? _____
   _____
4. What do you think good listeners do when they listen? _____
   _____
5. When are you best able to remember what you have heard? Why?
   _____
6. When listening to something, what do you write down to help you remember? _____
   _____
7. What do you think is the most important thing to do when you are listening? _____
   _____
8. What do you think that listening carefully to something means?
   _____
9. How are you able to remember what you have heard? _____
   _____
10. What do you think good listening skills require? _____
    _____

Question: Are you a good listener? How do you know?

EDUCATIONAL PREPARATION: Class and Seminar Participation (9)

What kind of a student are you in class? Do you talk a lot? Do you let the teacher know when you know the answer to a question? Are you a shy student? Find out what your level of class or seminar participation is by completing the activity below.

Directions: Interview your classmate and have your classmate interview you to determine whether you are more of an active or passive participant in class or seminars. After each question, circle the answer **YES** or **NO**.

Yes/No Interview Questions: Class and Seminar Participation

1. Are you a shy student? Yes No
2. Do you ask questions? Yes No
3. Are you a leader in class discussions or activities? Yes No
4. Do you speak only when someone speaks to you? Yes No
5. Do you take class discussions and activities seriously? Yes No
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7. Do you wait for other students to express their opinions before expressing yours? Yes No
8. Do you always agree with the views of the student majority or with those of the teacher? Yes No
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***Interpretation of Answers: (P = Passive Participant and A = Active Participant)**

1) Yes = P, No = A **2)** Yes = A, No = P **3)** Yes = A, No P **4)** Yes = P, No A **5)** Yes = A, No = P **6)** Yes = A, No = P

7) Yes = P, No = A **8)** Yes = P, No = A **9)** Yes = A, No = P **10)** Yes = P, No = A

Task: Now, using your partner's responses, rate his or her level of class/seminar participation on a scale of 1-10. (10 is the highest and 1 is the lowest score.)

Question: Are you an active or passive participant in classes or seminars? EXPLAIN.

Discuss: Being an active participant is necessary for learning.

Although you probably will enjoy your courses at the college, there may be times when you feel uncomfortable in the classroom.

Directions: Below are listed some typical uncomfortable situations. Together with your classmate(s) answer the questions: WHAT SHOULD YOU SAY? and/or WHAT SHOULD YOU DO?

Situations: Communication Problems in the Classroom

1. Having missed a class, you are given the handouts from that class by your teacher. However, after reading them, you realize that you don't understand the lesson. You are concerned.
   WHAT SHOULD YOU SAY/DO?

2. You see another student cheating on a test. The teacher does not notice what is going on.
   WHAT SHOULD YOU SAY/DO?

3. You feel that the teacher does not assign enough homework.
   WHAT SHOULD YOU SAY/DO?

4. You are not happy with a grade you received on an assignment. You feel that you have worked very hard and that your efforts should be recognized with a higher grade.
   WHAT SHOULD YOU SAY/DO?

5. You have missed a deadline for an important assignment.
   WHAT SHOULD YOU SAY/DO?

6. You feel that the teacher does not understand or even like you very much.
   WHAT SHOULD YOU SAY/DO?

7. The teacher asks you to work together with a classmate you do not like very much.
   WHAT SHOULD YOU SAY/DO?

8. You feel that the teacher is not treating all the students equally; s/he pays more attention to some than others.
   WHAT SHOULD YOU SAY/DO?

9. You feel that you are not learning very much from a course.
   WHAT SHOULD YOU SAY/DO?

10. You are having some personal problems outside of class that you know are affecting your school work and classroom performance.
    WHAT SHOULD YOU SAY/DO?

Task: After answering the above questions, create a short dialogue with your classmate(s) for two of these situations. Be prepared to present your dialogues to the rest of the class.

EDUCATIONAL PREPARATION: **Individual Goals and Evaluations for Learning English (11)**

What are you doing on your own to help yourself learn English? Do you have specific goals that you are trying to attain in learning English? What are they? How are you trying to attain them? Are you having success?

Directions: List five specific goals you have for improving your English. Then, list an activity which you will do to accomplish each of these goals. Next, write down the amount of time you will spend doing each activity. Finally, rate your performance for each goal every week on a scale of 1-10. (10 is the highest score and 1 is the lowest.) See the example below.

GOALS	ACTIVITY	FREQUENCY	NUMBER OF WEEKS											
			1	2	3	4	5	6	7	8	9	10	11	12
e.g. to improve my speaking	**by talking to native speakers**	**for one hour every day**												
1)														
2)														
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4)														
5)														

Questions: Are you having success in achieving your language goals? Do you think your goals are realistic or unrealistic? Why? Why not?

Task: If you have not been very successful in achieving your goals, have your classmate(s) help you to decide upon some other realistic goals for yourself.

*Adapted from a U.B.C. Language Institute workshop given by Tracy Defoe, 1983.

EDUCATIONAL PREPARATION: Learning English as a Foreign and as a Second Language (12)

As an English-as-a-Second Language student, you may find that studying English in an English-speaking country is quite different from studying it at home. How is it different? You can answer this question by completing the activity below.

Directions: Working together in pairs, ask one another the following questions. Write your partner's answers in the space provided.

Interview Questions: Learning English as a Foreign and as a Second Language

1. For how long did you study English in your own country or elsewhere?

   _____

2. How did you learn English in your own country? What kinds of exercises did you do? What kinds of activities?

   _____

3. What helped you most to learn English in your own country?

   _____

4. How are you being taught English in an English-speaking country? What kinds of activities are you doing? What kinds of exercises?

   _____

5. How is learning English here different from learning it at home?

   _____

6. How is your English improving here?

   _____

7. What helps you most to learn English here? Why do you think so?

   _____

8. What do you think are your strong areas in English? Why?

   _____

9. What do you think are your weak areas in English? Why?

   _____

10. What would you suggest your friends at home do in order to improve their English?

    _____

Task: Now, together with your classmate(s), write down a list of activities you can do while you are here which can improve your fluency in English. Write this list down on the back of this page. Be prepared to share it with the rest of the class.

EDUCATIONAL PREPARATION: Listening Skills and Strategies (13)

How often do you listen to English outside of the classroom? What kinds of listening activities do you do? How do you go about understanding what you have heard? How do you remember what you have heard? What do good listeners do? See if you can answer these questions by completing the following activity.

Directions: Working together with a classmate, interview one another to find out your answers to the questions below. Write your classmate's answers in the space provided.

Interview Questions: Listening Skills and Strategies

1. What is listening? _____
2. What do you mostly listen to? _____
   _____
3. What do you do when you listen? _____
   _____
4. What do you think good listeners do when they listen? _____
   _____
5. When are you best able to remember what you have heard? Why?
   _____
6. When listening to something, what do you write down to help you remember? _____
   _____
7. What do you think is the most important thing to do when you are listening? _____
   _____
8. What do you think that listening carefully to something means?
   _____
9. How are you able to remember what you have heard? _____
   _____
10. What do you think good listening skills require? _____
    _____

Question: Are you a good listener? How do you know?

How often do you read in English? What kinds of reading do you do? Why do you read? How do you go about understanding what you have read? Answer these questions by completing the activity below.

Directions: Read over and complete the ideas expressed below.

Incomplete Sentences: Reading Skills and Strategies

1. Reading is _____
2. I read mostly _____
3. I read by _____
4. A good reader _____
5. I regularly read _____
6. I read for periods of _____
7. When I read I learn _____
8. I read because _____
9. When I read I am able to understand _____
10. Reading helps me to _____

Task: Share your ideas above with your classmate(s).

Questions: How do you read in your first language? Are you a good reader? Do you enjoy reading? What kinds of materials do you read? How often do you read?

Discuss: Reading in a second language is a very different process than reading in a first language.

EDUCATIONAL PREPARATION: Speaking Skills and Strategies (15) ***

Are you a good speaker of English? Do you express your ideas clearly? Do other people understand you when you speak? Are you able to carry on conversations with native speakers and participate in small group discussions? Are you able to present your ideas to a large group of people?

DIRECTIONS: Match the ideas in the left-hand column below with the appropriate ideas in the right-hand column. (All of the ideas describe a good speaker or discussion leader.) You may work together with your classmate(s).

Matching Ideas: A Good Speaker or Discussion Leader

1. Gives...	a) his presentations.
2. Helps...	b) appropriate body language.
3. Uses...	c) to see that he has been correctly understood.
4. Makes sure that...	d) feedback to others' ideas.
5. Directs...	e) his main ideas.
6. Plans out...	f) everyone in the group is participating.
7. Listens...	g) questions from the audience.
8. Invites...	h) to keep the discussion going.
9. Summarizes...	i) carefully to what others say.
10. Checks...	j) comments to the entire group.

Questions: How is speaking with one other person different than speaking with a group of people? What are some of the differences between speaking with a small group of people and speaking to a large group? What speaking situations do you feel the most comfortable in? Why? What speaking situations do you feel uncomfortable in? Why?

Discuss: A good speaker is often a good listener.

EDUCATIONAL PREPARATION: Reading Skills and Strategies (14)

How often do you read in English? What kinds of reading do you do? Why do you read? How do you go about understanding what you have read? Answer these questions by completing the activity below.

Directions: Read over and complete the ideas expressed below.

Incomplete Sentences: Reading Skills and Strategies

1. Reading is _____
2. I read mostly _____
3. I read by _____
4. A good reader _____
5. I regularly read _____
6. I read for periods of _____
7. When I read I learn _____
8. I read because _____
9. When I read I am able to understand _____
10. Reading helps me to _____

Task: Share your ideas above with your classmate(s).

Questions: How do you read in your first language? Are you a good reader? Do you enjoy reading? What kinds of materials do you read? How often do you read?

Discuss: Reading in a second language is a very different process than reading in a first language.

EDUCATIONAL PREPARATION: **Speaking Skills and Strategies (15)** ***

Are you a good speaker of English? Do you express your ideas clearly? Do other people understand you when you speak? Are you able to carry on conversations with native speakers and participate in small group discussions? Are you able to present your ideas to a large group of people?

DIRECTIONS: Match the ideas in the left-hand column below with the appropriate ideas in the right-hand column. (All of the ideas describe a good speaker or discussion leader.) You may work together with your classmate(s).

Matching Ideas: A Good Speaker or Discussion Leader

1. Gives...	a) his presentations.
2. Helps...	b) appropriate body language.
3. Uses...	c) to see that he has been correctly understood.
4. Makes sure that...	d) feedback to others' ideas.
5. Directs...	e) his main ideas.
6. Plans out...	f) everyone in the group is participating.
7. Listens...	g) questions from the audience.
8. Invites...	h) to keep the discussion going.
9. Summarizes...	i) carefully to what others say.
10. Checks...	j) comments to the entire group.

Questions: How is speaking with one other person different than speaking with a group of people? What are some of the differences between speaking with a small group of people and speaking to a large group? What speaking situations do you feel the most comfortable in? Why? What speaking situations do you feel uncomfortable in? Why?

Discuss: A good speaker is often a good listener.

EDUCATIONAL PREPARATION: **Strategies for Studying, Completing Assignments, and Taking Tests (16)**

When you know you are going to have a test, how do you go about studying or preparing for it? How do you go about completing your assignments for your courses? What kinds of strategies do you use for testing situations?

Directions: Outlined below are some typical assignment or testing situations. Read over the situations carefully. Then, together with your classmate(s) determine what is the best strategy for dealing with each situation by answering the question: WHAT DO YOU DO?

Problem Situations: Studying, Assignments, and Tests

1. You have an objective mid-term and final for your accounting course.
   WHAT DO YOU DO?
2. You have a final based on your entire computer programming course.
   WHAT DO YOU DO?
3. You have a class presentation for your ESL speaking course.
   WHAT DO YOU DO?
4. You have weekly quizzes scheduled for your ESL writing class.
   WHAT DO YOU DO?
5. You have three lab report assignments for your science course.
   WHAT DO YOU DO?
6. You have to write two 5-page essays for your psychology course.
   WHAT DO YOU DO?
7. You have a mid-term and a final for your ESL reading course.
   WHAT DO YOU DO?
8. You have to answer 25 true and false questions on your calculus quiz.
   WHAT DO YOU DO?
9. You have to answer 10 short-answer questions on an economics final.
   WHAT DO YOU DO?
10. You have to answer 3 subjective questions on your sociology mid-term.
    WHAT DO YOU DO?

Discuss: Knowing how to prepare for a test and how to complete an assignment are very important for academic success.
EXPLAIN (give examples).

EDUCATIONAL PREPARATION: **Student Expectations of Teachers (17)**

As a new student at Douglas College, what do you expect your teachers to be like? How do you expect them to act? What kinds of teachers are you used to in your own culture?

DIRECTIONS: Look at the list below and consider which expectations you have of your teachers here and which you do not. Put a plus sign (+) before those which you do have and a negative sign (-) before those you do not have.

Checklist: Student Expectations of Teachers

1. To begin classes on time. [ ]
2. To take regular attendance. [ ]
3. To phone students if they have missed several classes. [ ]
4. To mark all the students' work. [ ]
5. To have students complete many course assignments. [ ]
6. To be friendly. [ ]
7. To make students work very hard. [ ]
8. To be formal. [ ]
9. To know the answers to all of the students' questions. [ ]
10. To do most of the talking. [ ]
11. To treat all the students the same. [ ]
12. To spend time with students outside of class. [ ]
13. To provide students with copies of any handouts they might have missed. [ ]
14. To give students feedback on their progress during the course. [ ]
15. To be patient with students. [ ]
16. To make the course interesting. [ ]
17. ?
18. ?

Task: Now, compare your expectations with those of your classmate(s). Afterwards, see if you can add any more to the list.

Discuss: Individual students may have different expectations of their teachers (give examples).

EDUCATIONAL PREPARATION: Tasks for Learning English Outside the Classroom (18)

While you are studying English in an English-speaking country, what are some things you can do outside the classroom to help improve your fluency?

Directions: Together with your classmate(s), see if you can add any tasks to the list below. Then, put a plus sign (+) before the tasks which you are already doing and a negative sign (-) before the ones which you are not doing.

Checklist: Tasks for Learning English Outside the Classroom

1. To listen to English-language radio [ ]
2. To watch English-language television [ ]
3. To read the English-language newspaper [ ]
4. To see English-language films [ ]
5. To take regular courses in English [ ]
6. To attend special lectures or events in English [ ]
7. To study in English [ ]
8. To talk on the telephone in English [ ]
9. To write letters in English [ ]
10. To watch English-language videos [ ]
11. To listen to English-language songs [ ]
12. To read short stories or novels in English [ ]
13. To play sports in English [ ]
14. To shop in English [ ]
15. To do volunteer work in English [ ]
16. ? [ ]
17. ? [ ]

Questions: Which of the above tasks do you find easy to do? Which do you find more difficult to do? Why?

Discuss: What students do to learn English outside the classroom may be just as important as what they do in the classroom, if not more so.

*Adapted from Barb Coward's "Learning the Language" Checklist, Douglas College: 1988.

EDUCATIONAL PREPARATION: **Teacher Expectations (19)**

As a new student living in a new country, what do you think your new teachers will expect of you? How will individual teachers differ in their expectations?

Directions: Together with your classmate(s), complete the ideas expressed below.

Incomplete Sentences: Teacher Expectations of Students

1. Teachers expect students **to attend** _____

   _____

2. Teachers expect students **to complete** _____

   _____

3. Teachers expect students **to ask** _____

   _____

4. Teachers expect students **to work** _____

   _____

5. Teachers expect students **to participate** _____

   _____

6. Teachers expect students **to be** _____

   _____

7. Teachers expect students **to help** _____

   _____

8. Teachers expect students **to learn** _____

   _____

9. Teachers expect students **to let them know when** _____

   _____

10. Teachers expect students **to act** _____

    _____

Discuss: Individual teachers may have different expectations of students. Explain (give examples).

EDUCATIONAL PREPARATION: Teaching and Learning Styles (20)

How do teachers in your own country go about their job? What do they do to help students learn? What do students do in order to learn? How do teachers in Canada teach and how do students learn? Explore some of the similarities and differences by completing the activities below.

Directions: First, in the "MY CULTURE" section, describe some of the things that teachers do to help students learn: also what the students do to learn. Next, with your classmate(s) try to describe what teachers and students do in the "NEW CULTURE" section. Then, compare the differences by answering the questions at the bottom of the page.

Descriptions: Teaching and Learning Styles

MY CULTURE	NEW CULTURE
Teachers:	**Teachers:**
Students:	**Students:**

Questions: What are some of the similarities and differences between the above ways of teaching and learning? What does this tell you about the two cultures or your own experiences?

Discuss: Teachers and students have individual styles of teaching and learning.

EDUCATIONAL PREPARATION: **The Good Language Learner (21)**

How do you go about learning a new language? What kinds of things do you do? What kinds of things should you do? What works best for you?

Directions: Below are listed ten characteristics which will help one become a good language learner. Mark with a plus sign (+) those which you think describe you. Mark with a negative sign (-) those which do not describe you.

Checklist: The Good Language Learner

1. _____ Tries to guess meanings.

2. _____ Tries to communicate; doesn't give up.

3. _____ Is outgoing; is not shy.

4. _____ Is willing to make mistakes in order to learn from them.

5. _____ Tries to be patient, even when s/he doesn't understand very much.

6. _____ Looks for patterns in the language.

7. _____ Watches to see if other people understand her/him.

8. _____ Tries to use any new knowledge or skills that s/he has learned.

9. _____ Tries to establish what the general idea or message is in language use.

10. _____ Practices, practices, and practices.

Question: Are you a good language learner? EXPLAIN.

*Adapted from Naiman, N., Frohlich, M., Stern, H.H., and Todesco's The Good Language Learner (1975).

EDUCATIONAL PREPARATION: The Ideal Student (22)

One culture's definition of an ideal student may differ from that of another culture.

Directions: Complete the activities below in order to discover some of the similarities and differences between your culture's ideal student and the North American ideal.

Descriptions and Comparisons: The Ideal Student

1. Describe your culture's ideal student in the left-hand column. Describe the behaviour of an ideal student in your culture in the right-hand column.

Description	Behaviour

2. Now describe in the columns below what you think an ideal North American student is and how s/he behaves.

Description	Behaviour

3. Finally, compare your answers for number 1 and 2 with instructors' descriptions of an ideal student and how s/he behaves.

Description		Behaviour
serious	studious	consistent attendance
open-minded	organized	listens well
flexible	self-starter	always on time for class
active	autonomous	interacts easily with other students
critical minded	independent	does assignments carefully
curious	consistent	tries to apply new knowledge/skills
risk taker	conscientious	organizes time well
eclectic	responsible	takes responsibility for own learning
		accepts own shortcomings
		perseveres

Question: Are you an ideal student? Explain your answer. (Give examples.)

EDUCATION PREPARATION: **The Ideal Teacher (23)**

One culture's definition of the ideal teacher may differ from that of another culture. For example, some cultures may think that an ideal teacher is very strict and formal whereas in other cultures the opposite may be true.

DIRECTIONS: Discover some of the similarities and differences between your culture's ideal teacher and the North American ideal by completing the chart below.

Descriptions: The Ideal Teacher

1. Describe what your culture's ideal teacher **is like** in the left-hand column. In the right-hand column describe what an ideal teacher **does** to help students learn.

Description	Behaviour

2. Now, ask at least two local native speakers to describe what a North American ideal teacher is like and how s/he behaves. Write their answers below.

Description	Behaviour

Task: Compare your answers with your classmate(s).

Questions: Are there any differences in your answers? Why do you think these differences exist?

Discuss: There are many different views on what an ideal teacher is and how s/he should act in order for students to learn.

EDUCATIONAL PREPARATION: **Time Management (24)**

Do you get your class assignments done on time? Do you leave them to the last minute? Are you usually prepared for your classes? Are you able to set aside time for leisure activities as well? Find out how well you manage your time by completing the activities below.

Directions: Decide which of the following you will do over the weekend and when you will do them. Also decide on the amount of time that you will spend on each activity. Then, fill in the timetable with your decisions.

SCHOOL ASSIGNMENTS	SOCIAL ACTIVITIES	OTHER
book report due Monday	movie with a friend on Friday	write letters
journal writing due Monday	friend's birthday party on	shop
economics mid-term on Wednesday	Saturday night	go for a walk
calculus mid-term on Friday	dinner with relatives on Sunday	

TIME	FRIDAY	SATURDAY	SUNDAY
morning			
afternoon			
evening			

Questions: Are there any items from the above list which you did not include in the timetable? If so, which ones? Why?

Discuss: Good time management is necessary in order for students to be successful.

EDUCATIONAL PREPARATION: Writing Skills and Strategies (25)

As college students, you will be required to complete written assignments and take written tests for your courses. How do you go about writing? Do you think that you write well? Do you know what teachers look for when they mark your assignments or tests?

Directions: Read the following descriptions to determine if you have good writing skills and strategies. Then, put a plus (+) sign before those writing skills and stategies you have and a negative (-) sign before those you do not have.

Checklist: Good Writing Skills and Strategies

Skills:

_____ 1. Good writing is clear.

_____ 2. Good writing is concise.

_____ 3. Good writing expresses a clear point of view.

_____ 4. Good writing is interesting to read.

_____ 5. Good writing is easy to read.

Strategies:

_____ 1. Good writers know their audience.

_____ 2. Good writers read over their writing to check for mistakes.

_____ 3. Good writers revise their writing.

_____ 4. Good writers know why they are writing.

_____ 5. Good writers first focus on what they have to say, then on how they say it.

Question: Do you have good writing skills and strategies? EXPLAIN.

Discuss: Good writers are often good readers.

HOST FAMILY: Communication Problems (26)

While your stay with your host family should be enjoyable for the most part, there may be times when things may become a bit uncomfortable and you must find some creative solutions to difficult problems.

DIRECTIONS: The following are situations you might find yourself in while living with a host family. Carefully read over the situations, then answer the question(s): WHAT SHOULD YOU SAY/DO? Remember, there are no correct answers, per se; however, your answers should solve, rather than create, communication problems. You may work together with your classmate(s).

SITUATIONS: Communication Problems

1. You like your host family but you are not enjoying their food, especially the packed lunches.
   WHAT SHOULD YOU SAY/DO?

2. It is 11 p.m. You are very tired and you want to go to bed but your host family would like to talk more with you.
   WHAT SHOULD YOU SAY/DO?

3. Your host family has made dinner for you and the rest of the family. One hour before dinner is to be served, a friend of yours calls and invites you out to dinner.
   WHAT SHOULD YOU SAY/DO?

4. Your host family knows how to speak your first language and they would like to practice with you. You, however, would prefer that they speak to you only in English.
   WHAT SHOULD YOU SAY/DO?

5. Your host family has made several plans to take you to places in Vancouver and to spend time with their family and friends. You, however, have been living with them for a while and would prefer to spend more time by yourself and with your friends.
   WHAT SHOULD YOU SAY/DO?

6. You find out that one of your classmates is living with what seems to be a better host family than yours.
   WHAT SHOULD YOU SAY/DO?

7. You have been placed with a host family that does not seem to understand you or relate to you very well.
   WHAT SHOULD YOU SAY/DO?

8. You are a very clean and tidy person. Your host family's house, however, is not as clean and tidy as your own.
   WHAT SHOULD YOU SAY/DO?

Task: Together with your classmate(s), create a short dialogue for two of the above situations. Be prepared to present them to the class.

HOST FAMILY: Commuting Directions (27)

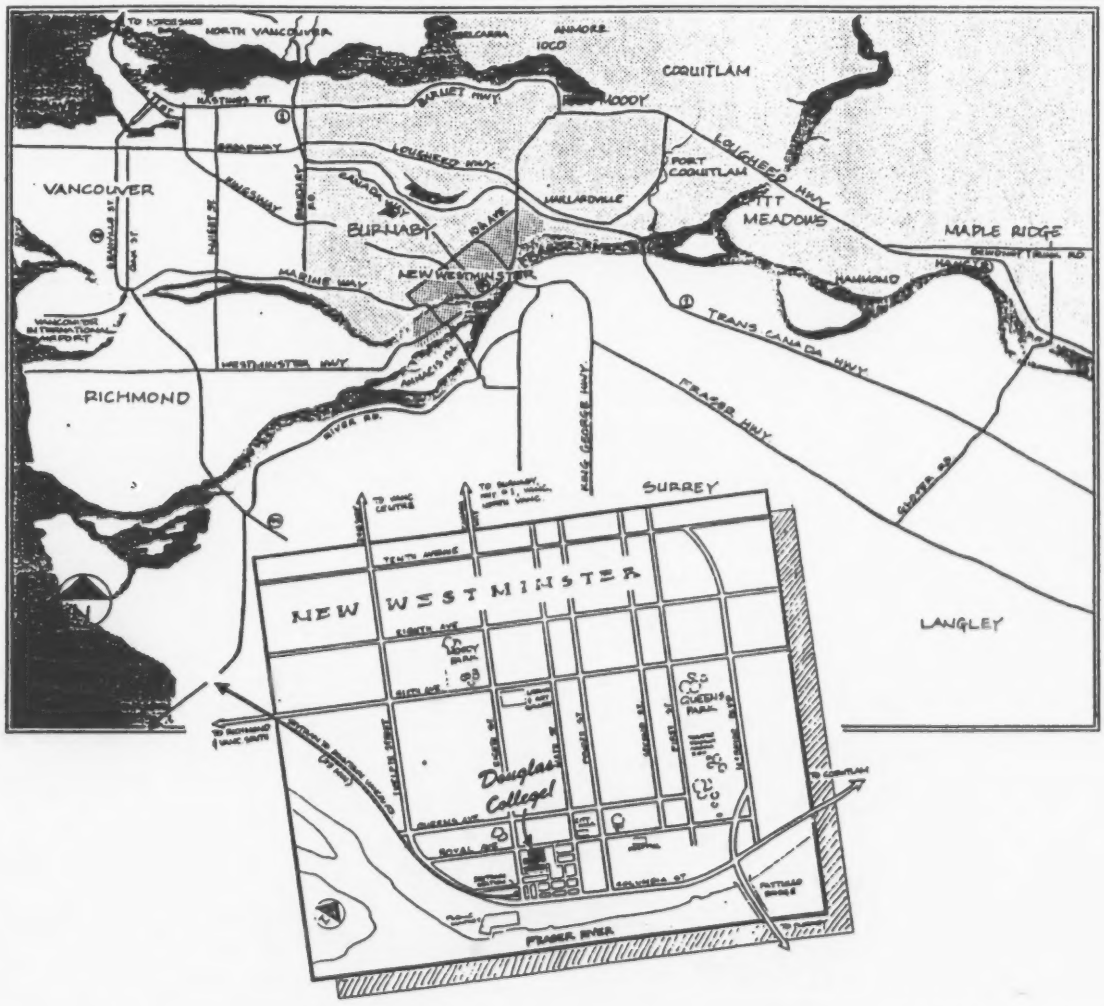
Below is a map of **Greater Vancouver** and the **Douglas College District.**

Contact Assignment:

1) Ask your host family how to get to Douglas College from their house by whatever transportation you will be using (bus, Skytrain, bicycle, car, or any combination).

2) Make sure you understand the directions clearly. Write them down on the map below.

3) Finally, be prepared to explain to a classmate how to get to Douglas College from your host family's house, and vice versa.



HOST FAMILY: Conversation Topics (28)

While living with a host family you may sometimes find yourself running out of things to talk about. The following is a list of conversational topics which you or your hosts can easily talk about.

DIRECTIONS: Working together with your classmate(s), see if you can add any topics to the list. Write them down in the space provided.

List: Conversation Topics

- the weather
- Vancouverites
- places worth visiting in Vancouver, in B.C., or in Canada
- good places to shop
- activities costing $5.00 or less
- suggestions for good, reasonably priced restaurants
- Vancouver's ethnic groups
- your own culture or country
- your own family members
- cultural differences/similarities
- holiday experiences
- observations you have made about Vancouverites
- celebration of national holidays and special days of the year
- hobbies and leisure activities
- the history/politics of Vancouver, of B.C., or of Canada
- current international affairs
- Canadian cultural heroes
- Canadian sports
- experiences living in different cultures
- movies, books, plays, t.v. programs/series that you have enjoyed
- friends

Your Additions?

Questions: What are some topics that are easy to talk about in your own culture/country? Are these topics the same as the above? What topics in your own culture are only easy to talk about with close friends?

Contact Assignment: Find out some topics that are generally avoided by people in Canada, especially between strangers. Write these topics down on the back of the page. Be prepared to share them with your classmates.

HOST FAMILY: Health and Safety Information (29) ***

Have you been sick or had to deal with an emergency situation since you have been here?

DIRECTIONS: Read over the attached pages in order to learn where you can get help in these situations. Then, fill in the blanks with the correct answers. You may work together with your classmate(s).

Information Questions: Health and Safety

A. DOUGLAS COLLEGE

1. If you find yourself in an emergency situation on campus during the day, where can you go to get help?

   _____

2. If you are at Douglas College in the evening and there is an emergency, what telephone number can you call for help?

   _____

3. Where is the closest Public Health Unit to Douglas College and when is it open?

   _____

B. GREATER VANCOUVER AREA

1. What is the emergency number for the Vancouver Area?

   _____

2. What are the emergency numbers for the following areas? Write them on the blank lines.

	Fire	Police	Ambulance
Burnaby	_____	_____	_____
Coquitlam	_____	_____	_____
New Westminster	_____	_____	_____
Surrey	_____	_____	_____

3. If you do not have your telephone book with you and you need to contact an emergency number what should you dial? What is the most important information to give to the operator?

   _____

EMERGENCY CAMPUS FIRST AID

In case of an accident/injury that requires first aid assistance call:

MONDAY - FRIDAY (8 A.M. - 7 P.M.)
LOCAL 8080
or ALTERNATE LOCALS 6060/7070
7 p.m. to Midnight
LOCAL 5050

The First Aid Room does not have an Attendant in it at all times. If you need help, call one of the above locals or go to the Security desk. If you are injured or have an accident while on Campus or on Practicum, be sure to advise your instructor of the nature of the injury. This protects you and the College in the event of complications.

The two Maple Ridge campuses have different procedures for the handling of medical emergencies. For information on procedures please check with the office personnel at either site.

MEDICAL INSURANCE

Students are responsible for their own Medical and Hospital insurance. Some may continue coverage under their parents Medical Plans. Others should check private/personal coverage.

HEALTH/DENTAL

The closest Public Health Unit to Douglas College is the Simon Fraser Health Unit, located at 537 Carnarvon Street (3 blocks away). They are open MONDAY - FRIDAY, 8:30 - 4:30, and offer a wide range of services. For further information or an appointment CALL 525-3661.

The Dental students at Douglas College, at certain times in the year, offer free teeth cleaning - watch the bulletin boards for postings of information and dates.

Source: Douglas College Student Handbook, 87/88

EDUCATIONAL PREPARATION: Communication Problems in the Classroom (10)

Although you probably will enjoy your courses at the college, there may be times when you feel uncomfortable in the classroom.

Directions: Below are listed some typical uncomfortable situations. Together with your classmate(s) answer the questions: WHAT SHOULD YOU SAY? and/or WHAT SHOULD YOU DO?

Situations: Communication Problems in the Classroom

1. Having missed a class, you are given the handouts from that class by your teacher. However, after reading them, you realize that you don't understand the lesson. You are concerned.
   WHAT SHOULD YOU SAY/DO?

2. You see another student cheating on a test. The teacher does not notice what is going on.
   WHAT SHOULD YOU SAY/DO?

3. You feel that the teacher does not assign enough homework.
   WHAT SHOULD YOU SAY/DO?

4. You are not happy with a grade you received on an assignment. You feel that you have worked very hard and that your efforts should be recognized with a higher grade.
   WHAT SHOULD YOU SAY/DO?

5. You have missed a deadline for an important assignment.
   WHAT SHOULD YOU SAY/DO?

6. You feel that the teacher does not understand or even like you very much.
   WHAT SHOULD YOU SAY/DO?

7. The teacher asks you to work together with a classmate you do not like very much.
   WHAT SHOULD YOU SAY/DO?

8. You feel that the teacher is not treating all the students equally; s/he pays more attention to some than others.
   WHAT SHOULD YOU SAY/DO?

9. You feel that you are not learning very much from a course.
   WHAT SHOULD YOU SAY/DO?

10. You are having some personal problems outside of class that you know are affecting your school work and classroom performance.
    WHAT SHOULD YOU SAY/DO?

Task: After answering the above questions, create a short dialogue with your classmate(s) for two of these situations. Be prepared to present your dialogues to the rest of the class.

HOST FAMILY: Health and Safety Information (29) b

EMERGENCY PAGE

	FIRE OR INHALATOR	NON-EMERGENCY CALLS	POLICE	NON-EMERGENCY CALLS	AMBULANCE
ANMORE/BELCARRA	461-1230	939-4411	464-6211	464-3461	↑
BURNABY	291-1234	294-7190	299-8822	294-7922	
COQUITLAM DISTRICT	939-1122	939-4422	464-6211	464-3461	
DELTA	946-4155		946-4444	946-4411	
LANGLEY CITY	534-4141 INHALATOR 872-5151	530-3131	530-8822	534-4184	
LANGLEY MUNICIPALITY	534-4141 INHALATOR 872-5151	534-3211	530-8822	534-4184	872-5151
LIONS BAY	922-2345	922-9311	1+898-9611		
MAPLE RIDGE including HANEY	463-6234	463-5221	467-3411	463-6251	
NEW WESTMINSTER	526-4411	524-3871	521-7711	525-5411	
NORTH VANCOUVER CITY	985-5323	980-5021	988-4111	985-1311	
NORTH VANCOUVER DISTRICT	985-2525	980-7575	988-4111	985-1311	
PITT MEADOWS	465-4141	465-5454	467-3411	463-6251	↓
POINT ROBERTS	CALL OPERATOR (No Chg) ZENITH 2550 or Dial Direct 1+204+676-6811		945-2733 or 1+206+676-6711		CALL OPERATOR (No Chg) ZENITH 2550 or Dial Direct 1+204+676-6811
PORT COQUITLAM	941-8611	942-9828	464-6211	464-3461	872-5151
PORT MOODY	461-1230	461-7795	461-1230	461-3456	872-5151
RICHMOND If your telephone number starts with 52	911 278-1234	278-5131	911 278-1212	278-1212	911 872-5151
SURREY	596-3344	591-4471	574-4131	574-4122	872-5151
UNIVERSITY Endowment Lands	228-4567	224-5415	224-1322	224-1322	228-4567
VANCOUVER	911	665-6000 or 665-6032	911	Switchboard 665-3535 Crime Reports 665-3321	911
WEST VANCOUVER	922-2345	922-9311	922-9111	922-4141	872-5151
WHITE ROCK	531-1414	531-4313	531-1146	531-5527	872-5151

Doctor After Hours Locating Assistance 683-2474
Poison Control Centre ..... 682-5050 or 682-2344
Helpline for Children Counselling for Child Abuse & Neglect ..... Dial '0' ask for Zenith 1234
Sexual Assault Centre For Victims of Sexual Assault
Rape Relief 872-8212
Women Against Violence Against Women 875-6011

Freeway Patrol 666-5343
Marine & Aircraft Distress 666-7888
Spills — Dangerous Goods Call Operator (no charge) ..... Zenith 2667
Trouble — Electric 299-0311
— Gas 298-1400

Crisis Centre For Persons in Emotional Crisis: like depression, physical and mental abuse, marital and family upset and suicide.
BURNABY NORTH VANCOUVER VANCOUVER WEST VANCOUVER 733-4111
RICHMOND DELTA 273-8701
COQUITLAM MAPLE RIDGE NEW WESTMINSTER PITT MEADOWS PORT COQUITLAM PORT MOODY 525-3330
LANGLEY 530-5385 SURREY WHITE ROCK 588-0188
TELECARE DISTRESS 437-3445

or dial '0' for Operator
Give the Operator the AREA NAME where help is needed. If you cannot stay at the telephone tell the Operator the exact LOCATION of the emergency.

.....
(Insert your address and your telephone number for emergency use)

EMERGENCY CALLS ON PARTY LINES
In the interest of the protection of life, health and property it is important that the user relinquish the telephone line when requested by the Operator or other person in emergencies such as fire, accident, sickness, commission of crime or similar emergency.

HOSPITALS
See YELLOW PAGES™ under "Hospitals".

EMERGENCY PROGRAMME
See White Pages under "E" "Emergency Programme".

The above list has been prepared from the best information obtainable. The Company, however, does not assume responsibility for omissions, nor for errors or subsequent changes in these numbers.

Source: B.C. Telephone Directory; White Pages, 1987.

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HOST FAMILY: Host Family Expectations (30)

As you have certain expectations of your host family, so will they expect certain things of you. **DO YOU KNOW WHAT YOUR HOST FAMILY'S EXPECTATIONS ARE?**

CONTACT ASSIGNMENT: Ask your host family to identify which of the following they expect of you and which they do not. Mark the expected ones with a plus sign (+) and the ones which are not expected with a negative sign (-).

__ 1. To take telephone messages?

__ 2. To wash the dishes?

__ 3. To speak English only?

__ 4. To be independent?

__ 5. To ask questions about the Canadian way of life?

__ 6. To prepare your own breakfast?

__ 7. To pack your own lunches?

__ 8. To ask for help with your English?

__ 9. To clean your room?

__ 10. To do your own laundry?

__ 11. To pay for long distance telephone calls in advance?

__ 12. To come home every night before a certain time?

__ 13. To let them know what your daily schedule is?

__ 14. To let them know if you do not need a packed lunch?

__ 15. To let them know when you will have to miss a dinner meal?

__ 16. To set the table for family meals?

__ 17. To ask permission to use the t.v. or stereo?

__ 18. To give them your home phone number and address in case of emergency?

Task: Be prepared to share your host family's expectations with a classmate.

HOST FAMILY: Student Expectations (31)

All of you are used to living in your own home or, perhaps, sharing an apartment with a friend. Now, however, you are living with a host family that speaks a different language than you and has a different cultural background. **WHAT ARE YOUR EXPECTATIONS?**

DIRECTIONS: Complete the ideas below with one of the choices provided. Afterwards, compare your answers with those of a classmate.

Incomplete Sentences: Student Expectations

1. You expect your host family to **speak English with you** _____

   a. all of the time
   b. some of the time
   c. most of the time

2. You expect your host family **to provide a room for you** that is _____

   a. clean and comfortable
   b. attractive
   c. both a. and b.

3. You expect your host family **to provide food for you** that is _____

   a. nutritious
   b. delicious
   c. both a. and b.

4. You expect your host family **to show you around Vancouver** _____

   a. often
   b. occasionally
   c. never

5. You expect your host family **to interact with you** _____

   a. mostly formally
   b. mostly casually
   c. sometimes formally and sometimes casually

Questions: Does your host family know what you expect of them? Do you know what your host family expects of you?

Discuss: Some students may have unrealistic expectations of their host families. Explain (give examples).

HOST FAMILY: Using the Telephone (32)

While living here you may find that you have to use the telephone on some occasions. The following are some problematic situations you might experience with using the telephone.

DIRECTIONS: Carefully read each situation. Then, together with your partner, decide on an appropriate response for each. Write it down in the space provided.

Problem Situations: Using the Telephone

1. Your host family is out. They have asked you to answer the telephone and to take messages for them when they are not home. Someone telephones and asks to speak to your host mother.
   WHAT SHOULD YOU SAY?

   _____

2. In the evening you decide you want to talk to a friend from your English class so you telephone her/him. Her/his host mother answers and tells you that your friend is not there.
   WHAT SHOULD YOU SAY?

   _____

3. You phone a friend who has an answering machine. You hear a taped message which says that no one is home right now and to leave a message.
   WHAT SHOULD YOU SAY?

   _____

4. You call B.C. Transit to find out some bus information. However, you discover that you cannot understand what the person who answers is saying to you.
   WHAT SHOULD YOU SAY?

   _____

5. The telephone rings and you answer it. No one is home. The caller, however, asks you to donate money to a charity.
   WHAT SHOULD YOU SAY?

   _____

6. You are trying to telephone someone. A stranger answers and you realize that you must have dialed the number incorrectly.
   WHAT SHOULD YOU SAY?

   _____

Task: After answering the above questions, create a short dialogue with your partner for each telephone situation. Be prepared to present them to the rest of the class.

HOST FAMILY: **Your Host Family and Your Own Family (33)**

You have been living with a host family for a while. What is your host family like? What is your own family like? How is your host family similar to your family? How is it different?

DIRECTIONS: Describe and compare your own family with your host family by completing the chart below.

Descriptions and Comparisons: Your Host Family and Your Own Family

A. Describe the members of your family (age, sex, physical features, personalities, interests, habits, etc.)

YOUR FAMILY	HOST FAMILY

B. Describe the roles of the members of your family (who does the housework, who works outside the home, who looks after the children, who makes the financial decisions, etc.)

YOUR FAMILY	HOST FAMILY

Questions: Why do you think these similarities/differences exist? What do they tell you about your own and the Canadian culture?

SOCIAL ADAPTATION: Adjustment Factors (34)

Living in a new culture and speaking a new language presents many challenges and difficulties.

DIRECTIONS: Below is a list of some of the areas in which you may experience difficulty. Rank these in order from most to least difficult. As there are 10 items in total, the most difficult one will be numbered 1, the least difficult numbered 10. After you have finished ranking them on your own, rank them again with your partner. Then rank them once again with a group of classmates. Finally, rank them with the entire class.

Lists: Adjustment Factors

Individual		**With a Partner**	
weather	___	weather	___
people	___	people	___
food	___	food	___
customs	___	customs	___
language	___	language	___
educational system	___	educational system	___
accommodation	___	accommodation	___
leisure activities	___	leisure activities	___
homesickness	___	homesickness	___
making new friends	___	making new friends	___

With a Group of Classmates		**With the Whole Class**	
weather	___	weather	___
people	___	people	___
food	___	food	___
customs	___	customs	___
language	___	language	___
educational system	___	educational system	___
accommodation	___	accommodation	___
leisure activities	___	leisure activities	___
homesickness	___	homesickness	___
making new friends	___	making new friends	___

QUESTIONS: Are there any patterns in the above results? If so, what are they and why do you think they exist?

SOCIAL ADAPTATION: **Adjusting to a Different Way of Life (35)**

You have been living in a foreign country for quite some time now. Have you felt comfortable living here? Was it easy getting used to a different way of life?

DIRECTIONS: Complete the ideas below on how you have or have not adjusted to living in the new culture. You may work with your classmate(s).

Incomplete Sentences: Adjusting to a Different Way of Life

1. Living here has been _____
2. When I first came here I _____
3. Often I would _____
4. Sometimes I felt _____
5. Eventually I could _____
6. Most of the time I would _____
7. I hardly ever felt _____
8. Usually I could _____
9. Now I feel _____
10. In the future I will be able to _____

Task: After you have completed the above, tell your classmate(s) how you have or have not adjusted to living a different way of life and why (give examples).

Discussion: It takes a long time to adjust to living in a new culture.

SOCIAL ADAPTATION: Communicating Between Cultures (36)

What is it like to communicate with people in a different language while living in a foreign culture? Do you enjoy these intercultural experiences? Do you find them difficult?

DIRECTIONS: Below are some statements about the process of communicating with people in a different culture who speak a different language. With your classmate(s), respond to the statements by answering the question: What do you think?

General Statements: Communicating Between Cultures

1. Usually there are few communication problems when speaking with someone who knows your first language and who is from the same culture as yourself.
   WHAT DO YOU THINK?

2. Most people generally view the world in the same way.
   WHAT DO YOU THINK?

3. It is easier to communicate with someone in a different language when we are living in our own country.
   WHAT DO YOU THINK?

4. If we can speak a language fluently, we are not likely to experience problems when communicating in that language.
   WHAT DO YOU THINK?

5. If we are good communicators in our first language, we will likely be good communicators when speaking a second language.
   WHAT DO YOU THINK?

6. We actually think and act differently when we speak a different language.
   WHAT DO YOU THINK?

Question: How is communicating in a second language different than communicating in a first language?

SOCIAL ADAPTATION: Communicating Without Words (37)

Because most communication between people is expressed without words, learning the non-verbal signs of a second culture may be nearly as important as learning the language itself. See if you know what the following non-verbal signs mean.

DIRECTIONS: Complete the following sentences by answering the question word in the parenthesis. You may work with your classmate(s).

Incomplete Sentences: Communicating Without Words

1. If you see a male and female walking down the street holding hands, they probably are _____.(relationship?)

2. If you see a group of students talking together, they probably are _____.(relationship?)

3. If you see two people sitting on opposite ends of a bench, they probably are _____.(relationship?)

4. If you have a doctor's appointment at 10:00 a.m., you will probably see the doctor at _____.(time?)

5. If you are invited to a friend's house for dinner at 7:00, you should arrive there at _____.(time?)

6. If someone looks at their watch while you are speaking to them, they are probably in a _____.(condition?)

7. If someone shrugs their shoulders when you ask them a question, this might mean that _____.(comprehension?)

8. If someone raises their eyebrows at you while you are doing something, they are probably _____.(feeling?)

9. If someone shakes their head from side to side at you, they are probably _____.(feeling?)

10. If someone winks at you, they may want to share a _____.(what?)

Contact Assignment: Ask a Canadian native speaker to share with you 2 non-verbal signs and their meanings which you did not know before. Be prepared to share these with the rest of the class.

***

SOCIAL ADAPTATION: **Community Information, Resources, and Support Services (38)**

As a visitor to B.C. you may be interested in learning what government services are available to help people adjust to life in a new culture.

DIRECTIONS: The attached sheet lists some of the community organizations offering cultural adaptation assistance to individuals. Look over the list and then decide which organization would be most appropriate to contact in each of the following situations. Write your answers in the space provided.

Cultural Adaptation Situations: Community Information, Resources, and Support Services

1. You would like to get a translation of a document that you need for Canadian Immigration.

   _____

2. You are Chinese and are interested in meeting members of the local Chinese-Canadian community.

   _____

3. You are an unemployed woman and need some help with your career plans.

   _____

4. You are a new immigrant and are experiencing many problems adjusting to the new culture and language.

   _____

5. You are an immigrant and would like to obtain more information about the services available to immigrants.

   _____

Questions: Have you ever experienced any of these situations? If so, which one(s)? Share your experience(s) with your classmate(s).

Contact Assignment: From the list of organizations above, choose one that you would like to find out more information about. Go to the organization and learn whatever you can about them by asking questions and getting any written information they may have. Be prepared to share what you have learned with your classmate(s).

SOURCES OF INFORMATION AND ASSISTANCE

It is most difficult to provide a full and complete directory of all sources of information and assistance available to British Columbians throughout all the communities of the province.

Below is a partial listing of resources which may be useful.

You are encouraged to use the facilities within your own community to locate the information you are seeking. You will find that public libraries, community centres, community information centres, and your church or school will be most cooperative and able to give you helpful direction. Above all, the local telephone directory can be your most useful and readily available reference source.

Community Information

General Assistance

B.C. Task Force on Immigrant Women
622 Seymour Street
Vancouver, B.C. V6B 3K4
Tel: 980-6976

Canadian Committee on Learning Opportunities for Women
c/o Douglas College
700 Royal Avenue
New Westminster, B.C. V3L 5B2
Tel: 520-5400

Downtown Eastside Women's Centre
219 Dunlevy Avenue
Vancouver, B.C. V6A 3A5
Tel: 681-8480

Immigrant Services Society
622 Seymour Street
Vancouver, B.C. V6B 3K4
Tel: 684-2561

Immigrants' Community Centre
#5 - 231 Victoria Street
Kamloops, B.C. V2C 2A1
Tel: 372-0855

Jewish Family Services Agency of Greater Vancouver
305 Kerrisdale Professional Centre
2025 West 42nd Avenue
Vancouver, B.C. V6M 2B5
Tel: 266-2396

M.O.S.A.I.C.
(Multilingual Orientation Services Association for Immigrant Communities)
1161 Commercial Drive
Vancouver, B.C. V5L 3X3
Tel: 254-9626

Matsqui-Abbotsford Community Services
2420 Montrose Avenue
Abbotsford, B.C. V2S 3S9
Tel: 859-7681

Nanaimo Immigrant Settlement Society
227-285 Prideaux Street
Nanaimo, B.C. V9R 2N2
Tel: 753-0303

O.A.S.I.S.
(Orientation Adjustment Services for Immigrants Society)
8165 Main Street
Vancouver, B.C. V5X 3L2
Tel: 324-8186

Pacific Immigrant Resources Society
1661 Napier Street
Vancouver, B.C. V5L 3X4
Tel: 253-4391 Local 66/68

Pacific Interfaith Citizenship Association of B.C.
701 Millyard
Vancouver, B.C. V5Z 3Z9
Tel: 873-9497

Prince George Immigrant and Multicultural Services Society
P.O. Box 1516
Prince George, B.C. V2L 4V5
Tel: 562-2900

S.U.C.C.E.S.S.
(United Chinese Community Enrichment Services Society)
449 E. Hastings Street
Vancouver, B.C. V6A 1P5
Tel: 253-5561

Surrey Delta Immigrant Services Society
12370 - 98th Avenue
Surrey, B.C. V3V 2K3
Tel: 585-2933

The Inter-Cultural Association of Greater Vancouver
Immigrant & Refugee Settlement
411-620 View Street
Victoria, B.C. V8W 1J6
Tel: 388-4202

TheWomen's Employment Counselling Unit
2902 West Broadway
Vancouver, B.C. V6K 2G8
Tel: 732-4108

Vancouver Multicultural Women's Association, 2532 Main Street
Vancouver, B.C. V5T 3E4
Tel: 876-3031

Vancouver Status of Women
400 - A West 5th Avenue
Vancouver, B.C. V5Y 1J7
Tel: 873-1427

Women's Resources Centre of U.B.C.
#1 - 1144 Robson Street
Vancouver, B.C. V6E 1B2
Tel: 685-3934

Y.M.C.A. of Vancouver
955 Burrard Street
Vancouver, B.C. V6Z 1Y2
Tel: 681-0221

Y.W.C.A. of Vancouver
580 Burrard Street
Vancouver, B.C.
V6C 2K9
Tel: 683-2531

Source: Guide to Resources and Services in British Columbia, 2nd Edition.

SOCIAL ADAPTATION: Cultural Values (39)

What sorts of things are important to you? What sorts of things are not? Do you think that what is important to you can be influenced by the culture you have been raised in?

Directions: Together with your classmate(s), consider the following cultural value statements.

General Statements: Cultural Values

1. I think that individual people are more important than groups of people.

   Discuss (give examples).

2. I think that males are superior to females.

   Discuss (give examples).

3. I think that family relationships are the most important ones in our lives.

   Discuss (give examples).

4. I think that anyone can go to university if s/he works hard.

   Discuss (give examples).

5. I think that married people should have only two children.

   Discuss (give examples).

6. I think that the future is more important than the past.

   Discuss (give examples).

7. I think that intuitive knowledge is superior to scientific knowledge.

   Discuss (give examples).

Question: How do you think Canadians feel about the above statements?

Contact Assignment: Interview two Canadian native speakers to find out their opinions about the above statements. Be prepared to share their answers with your classmate(s).

SOCIAL ADAPTATION: **Feeling Homesick (40)**

You have been living in a foreign country for a while and have probably, from time to time, missed your home and country. When do you feel homesick? What makes you feel that way? What do you do when you get homesick?

DIRECTIONS: Read over the following situations which can make a person feel homesick. Put a check mark(✓) in front of each of those which have made you feel homesick. Then, describe to your classmate(s) how and why it made you feel homesick and what you did to make yourself feel better.

List of Situations: Feeling Homesick

____1. writing letters to or receiving letters from home

____2. eating food from your own country

____3. watching movies in your first language

____4. listening to music in your own language

____5. celebrating birthdays away from home

____6. missing holiday celebrations back home

____7. talking on the telephone to family or friends

____8. hearing news stories about your country

____9. looking at photographs of people back home

___10. reading a book or article in your own language

Your Additions:

Question: Can you add any more to the list?

Discuss: After people have lived in a foreign country for a long time, they do not feel homesick anymore.

SOCIAL ADAPTATION: **Feelings About Speaking English in the New Culture (41)**

How do you feel when you speak English to someone here? Do you feel the same way when you speak your first language? Why or why not?

DIRECTIONS: Complete the ideas expressed below. Then, share your ideas with your classmate(s).

Incomplete Sentences: Feelings About Speaking English in the New Culture

1. When I speak English I _____
2. When I speak English I **am** _____
3. When I speak English to someone who speaks my first language I **feel** _____
4. I can express my **emotions** better in _____
5. I can express my **ideas** better in _____
6. I feel more **comfortable** speaking English when _____
7. I find it **difficult** to speak English when _____
8. I **prefer** to speak English when _____
9. I **never** speak English when _____
10. I **switch** to speaking my first language when _____

Question: How is speaking English in an English-speaking culture different for you than speaking English in your own culture? **EXPLAIN** (give examples).

SOCIAL ADAPTATION: Going Back Home (42)

You have been living in Canada for a while, but your stay is almost over. Although you have had many new and exciting experiences, you are beginning to think about your trip home. **How do you feel? How will you adjust to living in your own culture again?** Do you think there will be any problems?

DIRECTIONS: Together with a classmate, answer the questions below to help you prepare for your trip home.

Questions: Going Back Home

1. How do you feel about going home?
2. Do you think you have changed as a result of your new experiences? How?
3. Will it be easy for you to leave?
4. What have you liked best about being here?
5. What have you liked least about being here?
6. Which people will you keep in touch with?
7. Which people, places, or experiences would you prefer to forget?
8. Do you want to return again to this country?
9. Do you feel that you are a different person now than you were before you came?
10. If you have changed, how have you?
11. Do you think that people back home will notice the changes in you?
12. Will you be able to share your experiences with people back home?
13. What do you miss most about home?
14. Which people, places, and activities are you looking forward to when you return home?
15. How do you think you will adjust to living in your own culture/country again?

HAVE A PLEASANT JOURNEY!

SOCIAL ADAPTATION: Integration Problems (43)

You are living in a new culture and can speak the language fairly well. Even so, though you are doing everything you can to make your experience a positive one, you still do not feel as comfortable living in the new culture as you would like to.

DIRECTIONS: Read over the following statements. Afterwards, discuss with your classmate(s) why and how these situations are problematic. Then, together explore how these problems may be solved.

Integration Problems: Situations

1. When people know what culture you come from and what language you speak, they sometimes feel that they know all that is necessary to know about you.
   DISCUSS

2. Sometimes people do not accept foreigners very well, especially those who look different from themselves and speak a different language.
   DISCUSS

3. The less language fluency you have, the more difficult it may be to adapt to the new culture.
   DISCUSS

4. It is difficult to integrate into a new culture when your own culture has a very different economic, political, social, or religious system(s).
   DISCUSS

5. Sometimes, when you have had several bad experiences living in a new culture, it makes it more difficult to integrate yourself into it.
   DISCUSS

Contact Assignment: Find two local native speakers' who have lived in a foreign country for a while. Ask them what they liked most and least about their experiences and why. Be prepared to share your native speakers' responses with your other classmates.

SOCIAL ADAPTATION: Leisure Activities (44)

Do you have any free time? What kinds of activities do you enjoy during your leisure time? What kinds of things do you not enjoy?

DIRECTIONS: On the list below of leisure activities, mark the ones that you enjoy with a plus sign (+). Mark those you do not enjoy with a negative sign (-). Then, give your classmate(s) a reason why you enjoy or do not enjoy each of the activities.

List: Leisure Activities

cycling	__	reading the newspaper	__	going to parties	__
walking	__	reading magazines	__	going to the beach	__
swimming	__	going on dates	__	going on picnics	__
tennis	__	painting	__	reading books	__
sailing	__	playing music	__	watching videos	__
hiking	__	listening to music	__	watching t.v.	__
skiing	__	acting	__	**Your Additions ?**	
roller skating	__	going to movies	__	?	
ice skating	__	going to plays	__	?	
baseball	__	taking photographs	__	?	
volleyball	__	dining out	__	?	
weight-lifting	__	going to music concerts	__	?	
aerobics	__	going to discos	__	?	
tai chi	__	writing letters	__	?	
kung fu	__	cooking	__	?	
jogging	__	shopping	__	?	
running	__	visiting tourist places	__	?	

Native Speaker (1)	**Native Speaker (2)**

Question: Can you and your partner add any leisure activities to the list? If so, write them down in the space provided.

Contact Assignment: Find out what two different local native speakers enjoy doing in their leisure time, especially on rainy days or nights. Add their list of leisure activities in the spaces provided.

SOCIAL ADAPTATION: Making Contact With Native Speakers (45)

An enjoyable and productive way of improving your English is to make contact with local native speakers. How can you meet them?

DIRECTIONS: Below are listed some situations or places in which you can meet native speakers. Working together with your classmate(s), see if you can add any to the list. Write them down in the space provided.

List: Situations or Places for Meeting Native Speakers	Your Additions?
- doing volunteer work	
- joining clubs	
- participating in neighbourhood community center programs	
- doing laundry at a laundromat	
- going to spiritual centers (e.g. church)	
- lending or borrowing things from people (e.g. books)	
- going shopping	
- taking dogs for a walk	
- taking young children to playgrounds	

Questions: Is it difficult for you to make contact with local native speakers? Is it easy? Why?

Contact Assignments: Ask two native speakers where they go and what they do to meet new people. Add their responses to the list below.

Native Speaker (1)		Native Speaker (2)	
Places to Go	Things to Do	Places to Go	Things to Do

SOCIAL ADAPTATION: Making Friends With British Columbians (46)

What are British Columbians like? Are they easy to meet and talk with? Are they easy to make friends with? What kinds of friendships do you have with them?

DIRECTIONS: Together with your classmate(s), consider the following statements about British Columbians.

General Statements: Making Friends With British Columbians

1. British Columbians are very polite.

   Discuss (give examples). _____

2. British Columbians are easy to talk to.

   Discuss (give examples). _____

3. British Columbians enjoy meeting people from different cultures.

   Discuss (give examples). _____

4. British Columbians are warm people.

   Discuss (give examples). _____

5. British Columbians are easy to get to know.

   Discuss (give examples). _____

6. British Columbians like to speak to strangers.

   Discuss (give examples). _____

7. British Columbians take a long time to become close to.

   Discuss (give examples). _____

8. British Columbians are enjoyable to be with.

   Discuss (give examples). _____

Discuss: Making friends in a foreign country is more difficult than making friends back home.

SOCIAL ADAPTATION: Male and Female Roles (47)

During your stay here you may have noticed some differences in sexual roles (i.e., the way men and women behave and live in this culture) as compared to your own. If so, what are your opinions? What do you think that females and males should and should not do?

DIRECTIONS: Read over the following statements. Then, tell your classmate(s) what you think about each one of them and why.

General Statements: Male and Female Roles

1. Both men and women should be allowed to ask someone for a date.

   WHAT DO YOU THINK? WHY?

2. Men need to have careers more than women do.

   WHAT DO YOU THINK? WHY?

3. Fathers should take care of their children.

   WHAT DO YOU THINK? WHY?

4. Women should do all the housework.

   WHAT DO YOU THINK? WHY?

5. Women make better bosses than men.

   WHAT DO YOU THINK? WHY?

6. Sisters should obey their brothers.

   WHAT DO YOU THINK? WHY?

7. Women who have children should stay at home with them.

   WHAT DO YOU THINK? WHY?

8. Husbands should be responsible for supporting families.

   WHAT DO YOU THINK? WHY?

9. Men are better at some jobs than women.

   WHAT DO YOU THINK? WHY?

10. Women are more sensitive than men.

    WHAT DO YOU THINK? WHY?

Question: What are some of the ways in which the roles of men and women differ here from your own culture?

SOCIAL ADAPTATION: Observing Cultural Differences (48)

What differences have you noticed between people from your own culture and people in this culture?

DIRECTIONS: Describe some of the differences you have observed by completing the chart below. Afterwards, compare your observations with your classmate(s).

Descriptions: Observing Cultural Differences

My Culture	New Culture
LOOK (?)	LOOK (?)
ACT (?) FEEL (?)	ACT (?) FEEL (?)
THINK ?	THINK ?

Questions: Which of the above differences is the most important to you? Why?

Contact Assignment: Find out from a native speaker friend or your host family what cultural differences they have observed about you. Be prepared to share these observations with the rest of your classmate(s).

SOCIAL ADAPTATION: **The Good Intercultural Communicator (49)**

In order to have successful interactions with people in a new culture, you need to have particular skills and traits.

DIRECTIONS: Look at the following list of desirable skills and traits for effective intercultural communication. Then, mark with a plus sign (+) those which you think you have. Mark with a negative sign (-) those you think you do not have.

List: The Good Intercultural Communicator

_____ knowledge of the new culture

_____ language skills and fluency

_____ communication skills (including non-verbal)

_____ the ability to take advantage of opportunities

_____ tolerance towards different points of view

_____ a positive image of oneself

_____ the ability to develop and maintain good relationships with others

_____ intelligence and curiosity

_____ a willingness to solicit and use feedback from others

Question: Are you a good intercultural communicator?

Discussion: It is necessary to be an effective intercultural communicator in today's world.

* Adapted from Brislin, Cross-Cultural Encounters: Face-to-Face Interaction (1981).

SOCIAL ADAPTATION: **Your Local Community (50)**

What do you know about the place you are living in? What do you know about its people? What do you find interesting about it?

Directions: Choose a topic that interests you from the list below. Find out whatever information you can from the resources available on your topic. This should mostly include native speakers, but may also include newspaper articles, magazines, brochures, and books.

Topic Suggestions for Community Project Assignment: Your Local Community

A. PEOPLE

- local policitians
- ethnic communities
- famous people from the area
- the way of life of a particular group of people
- local muscians or artists

B. PLACES

- community services available
- different neighbourhoods
- the history of particular areas or places
- tourist attractions

C. THINGS

- the educational system
- the area's history
- the local laws and regulations
- services available to the needy

Task: Be prepared to share the information with your classmate(s).

ANSWER KEY

DOUGLAS COLLEGE: Admission and Registration Procedures (1)

A. 2
1
4
3
5
6

B. 1. F
2. T (for an additional late fee)
3. T
4. T
5. T
6. F
7. F (15 semester credits for full-time students)
8. T
9. T
10. T

DOUGLAS COLLEGE: Campus Orientation (2)

1. 1st floor, South Building
2. 2nd floor, Concourse, varies
3. 1st floor, North Building, gymnasium, weight, combatant and conditioning rooms
4. 1st floor, North Building, near gymnasium
5. 2nd floor, North Building, varies
6. 2nd floor, Concourse
7. 2nd floor, South Building, off Concourse - near Security
8. 3rd floor, South Building, Room 3603
9. 4th floor, South Building, Room 4600
10. 4th floor, North Building, Room 4200

* * * * *

ANSWER KEY

DOUGLAS COLLEGE: ESL Discipline Information (4)

A. 1. 520-5463
2. 8:30-4:00
3. Judy Murray
4. Ivy Li
5. 4200 North
6. from the receptionist, in the main office
7. Jan Selman, Tom Whalley, Meg Hoppe, Jill Plumbley, Terry Loughrey, Barb Coward, Julia Robinson, Linda Ironside, Linda Villarreal, Carol St. Jean, Debbie Smith, Mort Breimburg, Val Oszust and Cecil Klassen.
8. find out when they have office hours, make an appointment by telephone or leave a message in his/her mail box in the main office

B. 1. Room 4208 (4th floor, North Building)
2. registered ESL students
3. varies
4. reading, writing and listening
5. varies from term to term (schedule is posted on the door of the lab)

DOUGLAS COLLEGE: Grading System (5)

1. Un = unofficial withdrawal
W = withdrawal
I = incomplete
MAS = mastery
NCG = no credit granted
AUD = audit
EXP = experience

2. a) unofficial withdrawal
b) audit
c) withdrawal
d) incomplete
e) experience
f) mastery
g) no credit granted

3. grade point average - cumulative grade point average - the sum of the grade points earned in all semesters divided by the total number of credit courses taken.

4. letter grades and unofficial withdrawals. the rest are not.

ANSWER KEY

DOUGLAS COLLEGE: Information in the Douglas College Calendar (6)

1. 3 semesters. 14 weeks (not including the exam period). September - December, January - April, and May - August.
2. $135.00 per credit.
3. information on general time-tabling, filling out registration forms and the registration process in general
4. Counselling, Academic Advice, Career Resource Centre, Career Seminars, etc...
5. personal, social, career/vocational
6. (open-ended answer) - Arts, Business Management, ESL, Music, Science, etc.
7. no. from the department. one month before the beginning of each term.
8. College Preparatory, General, and Special Summer Programs
9. academic advisors or instructors

DOUGLAS COLLEGE: Information in the Student Handbook (7)

1. Student Society. to use the Library and Canada Games Pool.
2. 6th Avenue and Cumberland
3. yes. yes.
4. is not permitted in classrooms, hallways or in the athletic facilities. is permitted in the cafeteria and the concourse.
5. in the Library alcove
6. Security Office, 2nd floor on the Concourse
7. double gymnasium, weight, combatant and conditioning rooms
8. education, personal and career counselling

DOUGLAS COLLEGE: Library Skills and the Douglas College Library Handout (8)

1. a list of all the book and a.v. materials in the library
2. author, title and subject
3. two weeks
4. recall it. 3 days
5. required reading or listening materials for courses
6. to help with any questions
7. a scholarly journal
8. material obtained from other institutions. 3 days
9. 16 mm films, slides, film strip, video tapes, records, etc.. 2 weeks
10. microcomputers, seminar rooms and typewriters

QUESTIONS: FC. Canadian Literature

* * * * *

ANSWER KEY

EDUCATIONAL PREPARATION: Speaking Skills and Strategies (15)

1. d
2. h
3. b
4. f
5. j
6. a
7. i
8. g
9. e
10. c

HOST FAMILY: Health and Safety Information (29)

A. 1. Security Office
   2. Local 5050
   3. Simon Fraser Health Unit, 537 Carnarvon Street, Monday-Friday (8:30-4:30)

B. 1. 911
   2. Burnaby, 291-1234, 299-8844 and 875-5151
      New Westminster, 526-4411, 521-7711 and 872-5151
      Coquitlam, 939-1122, 464-6211 and 872-5151
      Surrey, 596-3344, 574-4131 and 872-5151
   3. "0". Location of emergency event.

SOCIAL ADAPTATION: Community Information, Resources, and Support Services (38)

1. M.O.S.A.I.C.
2. S.U.C.C.E.S.S.
3. The Women's Employment Counselling Unit
4. O.A.S.I.S.
5. Immigrant Services Society

* * * * *

EVALUATION

Intercultural Orientation Modules: Feedback

If evaluating a module activity, please fill in the following information.

Module Area: (Circle)	**Module Topic and Number (Write In)**
Douglas College	_____
Educational Preparation	_____
Social Adaptation	_____
Host Family	_____

GENERAL QUESTIONS:

1. What type of ESL program did you use the module(s) in?

   _____

2. What type of cultural content/language skill were you teaching in using the module(s)?

   _____

3. What type of ESL students were in your class (language level, immigrant status, and cultural background)?

   _____

4. What was your objective in using the module(s)?

   _____

5. What (if any) related activities did you incorporate with using the module(s)?

   _____

6. How was the module(s) useful for your teaching purposes?

   _____

7. What problems (if any) did you find in using the module(s)?

   _____

8. What changes would you suggest? **(If recommending changes for a specific module, please attach a copy of it with your written suggestions.)**

   _____

9. How would you rate the overall success of the module(s)?

   _____

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